

# **STAFF HANDBOOK**

**Staff Policy Manual**

**2016-2017**

**Welcome to our Healthy, Happy and Peaceful School -HHP!!!**



**PUBLIC SCHOOL 1  
THE COURTLANDT SCHOOL**

**Health                  Smile                  Peace**

**Jorge Perdomo**

**Principal**

**Sharin Tirado (2, 4 & 5)  
Assistant Principal**

**Henry Ramazzotti (Pre-k, K, 1, and 3)  
Assistant Principal**

**Mr. Herrera – Math Coach/Data Specialist**

**Gina Debellis – ELA Coach**

**Evelyn Reyes, PA President**

**Ms. Elisa Alvarez, Community Superintendent, District 7**

Dear Staff,

You are responsible for all of the information included in this handbook. In an effort to go green and reduce the amount of copies, it will be uploaded and available on our school website. A few hard copies will be available in the main office as well.

By signing below, you are acknowledging that you have received and read the 2016-2017 *Public School 1 Staff Handbook*, and are committed to its contents.

If you have any questions, please do not hesitate to speak to Mr. Jorge Perdomo, Principal, or another supervisor.

We thank you in advance for your support and commitment to the students at Public School 1.

I \_\_\_\_\_ am in receipt of the 2016-2017 *Public School 1 Staff Handbook* and understand that I am responsible for the information therein. I understand that more information will be added throughout the school year.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Staff members are responsible for following all items of policy and procedures as set forth in this handbook, as well as all addendums that will be incorporated throughout the school year. This book is only for internal use by teachers.**

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“ ... if real success is to attend the effort to bring a [a woman or] man to a definite position, one must first of all take pains to find [her or]him where [s]he is and begin there.”

This is the secret of the art of helping others. Anyone who has not mastered this is himself deluded when he proposes to help others. In order to help another effectively, I must understand what he understands. If I do not know that, my greater understanding will be of no help to him. If, however, I am disposed to plume myself on my greater understanding, it is because I am vain or proud, so that at bottom, instead of benefiting him, I want to be admired. But all true effort to help does not mean to be a sovereign but to be a servant, that to help does not mean to be ambitious but to be patient, that to help means to endure, for the time being, the imputation that one is in the wrong and does not understand what the other understands. For to be a teacher does not mean simply to affirm that such a thing is so, or to deliver a lecture, etc. No, to be a teacher in the right sense is to be a learner. *“Instruction begins when you, the teacher, learns from the learner, put yourself in his place so that you may understand what he understands **and in the way he understands it...**”*

Soren Kierkegaard  
The Journal, 1854

## Table of Contents

Dear Staff,

The purpose of the handbook is to delineate expectations, emphasize the vision, outline school structures, and clarify procedures in the school. We also hope the handbook is a living practical document that can help you access templates, forms, and other needed resources, as well as reflect about curriculum and instruction. As a reminder of the unique and foundational elements of our school, we have listed them below:

### 1) Curriculum and Instruction

School Goals and Objectives	7
We are an HSP School	13 - 14
Vision/Mission	15 - 16
Educational Philosophy	17
Administrative and Support Staff	18
Essential Questions	19
Instructional Technology	20
Understanding by Design (UBD)	21
Core Curriculum Philosophy	22 - 27
Bilingual Education	28
Professional Development/In-House and Off Site	28 - 29
Bilingual Professional Development Calendar	30
Inquiry Teams	30
Staff Norms	31
Teacher Expectations	32 - 33
Teacher Accountability	33 - 34
Progress Reports	34
School-Wide Grading Policy	34 - 35
Lesson Planning/Common Planning	35
Bulletin Boards/ Print-Rich Learning Environments	35 - 36
Interclass visits/Visiting Other Schools	36
Instructional Team/Team Leaders/SLT	37
Goal Setting Meetings /Assessments	37 - 38

### 2) Administrative Items

#### Page #

Official School Hours/Arrival-Dismissal	38
Flow of the Day Chart	40
Schedule Adjustment	40
Reason for Absences	41
Bathroom Policy	41
Staff Room/ Electronic Equipment	42 - 43
TV/VCR/Supply Closet	43
Academic Intervention Services	44 - 45
Staff Developer	46
<b>Where do I go...</b>	47
Contact information	48

### 3) Safety and Discipline

Teaching children to care/BE Brain Education	49
Clear Expectations in the Classroom	49
Transitions	50
PS1 Classroom Management Tips	51
Anecdotal Form	52 - 53
<b>Chancellors' Regulation</b>	53
Fire Drill	54
Emergencies and Evacuation procedures	55

### 4) Student-Parent-School Community

Parent Teacher Conferences	55
Parent Orientations	55
Workshops for Parents	56
Trips	56
School Website/technology	57

### 5) Wellness Policy

Nutrition Policy	61
Indoor Recess Policy	62
Outdoor Policy	63
Move-to-Improve	64
Physical Education	64
Community Involvement	64
Wellness Council	65
Fundraiser Protocol	65

# **Leading by Design School Goals 2016-2017**

## **Institutionalization of Best Practices- Areas of Focus**

- **Ongoing Focus: Clear Expectations, Academic Rigor, Academic Conversations and Listening to Understand!**
- **ELA Focus: Improve the quality of instruction through conferring and small group instruction. Enhance the level of vocabulary instruction using such methods as the Frayer Model and Gamification.**
- **Mathematics focus: Improve the quality of mathematics instruction through conferring and small group instruction. Ensure all students master mathematical fluency and are proficient in the fundamental math skills (K-2 Addition/Subtraction, 3-5 Multiplication/Division)**

### **Goal 1:**

#### **Use of Technology to enhance teaching and learning with a focus on:**

- Differentiating instruction to foster learner's independence and ability to self-evaluate his/her learning progress and development! This goal applies to adults as well as the entire learning community.

#### **Essential Question for the year 2016-2017: What does effective teaching look like?**

- Teachers demonstrate and provide evidence of sustained high academic achievement for each learner in our school. In addition to exceeding standards, the evidence collected and analyzed for each student demonstrates substantial academic growth, from where the learner started at the beginning of the year, to the time of graduation or completion of grade level requirements.

#### **What do we hope to accomplish?**

- 6-10% increase in students reaching proficiency and meeting standards within their grade levels in both Mathematics and Literacy.

#### **Understandings: Academic Rigor/Academic Conversations and Listening!**

- Teachers understand that they need to know their students' areas of strength and areas of weakness in both literacy and mathematics.

- **Teachers understand that differentiated instruction takes place at all times and in all subject areas.**
- Teachers understand that they need to know their students' reading levels (in nonfiction and fiction and for effective guided writing & reading instruction) well, and that the books the students read need **to match and challenge** their reading levels and abilities.
- Teachers and students understand that independent reading volume (and writing volume) and time on task **must** increase as students increase their fluency and level of reading comprehension.
- Teachers and students understand that **writing** (informational, expository & literary) and mathematics (problem solving, word problems, etc...) improve student reading comprehension and literacy skills.
- Teachers understand and use their curriculum maps to guide their planning and to adjust their units of instruction.
- **Teachers begin to understand the New Common Core Standards (NYS) and communicate these standards clearly to students, parents and members of the community.**
- Teachers understand the sense of urgency and agency that is needed to ensure students achieve and meet standards of excellence and therefore, ensure (by planning, assessing and reflecting) that **instructional time is never wasted or lost.**
- Teachers understand the importance of explicitly teaching and modeling skills, concepts and strategies for students to apply and learn during their independent work time.
- **Teachers understand the importance of student to student conversations about what they are learning and the benefits of increase academic talk to help students understand what they are learning.**

#### Essential Questions:

- How can we support students in accessing and reading books that match and challenge their reading comprehension, levels and interests?
- How do we support teachers in their **effective integration of technology to differentiate instruction in the classroom?**
- What strategies are effective during small quality group instruction to improve writing, math, science, arts, physical education, fluency and reading comprehension?

#### Goal 2:

#### **Collaborative Learning Communities –Inquiry Work: Teachers, students, parents, administrators, staff, and all members of our learning community!**

- Teachers collaborate with support staff, related service providers, SES, and parents to increase awareness and develop deep understanding of the academic needs of students with learning difficulties, students in need of special services and the ELL population.



### Understandings:

- Teachers understand that knowledge and effective implementation of research-based interventions, provided by support staff and related service providers, (SETTS, Speech, Reading Recovery and AIS teachers) lead to increased student academic achievement.
- Teachers understand that professional development and knowledge of interventions services and programs (i.e., Wilson, Foundations, Reading Recovery, Great Leaps, iReady, Math Navigator, Imagine Learning, and Achieve3000) can greatly enhance student academic performance and achievement.
- Teachers understand why/how the use and interpretation of data helps inform and adjust instruction.
- Teachers are aware of the formative assessment calendar and use the assessment results to inform their teaching and to adjust instruction.
- Teachers understand that they are to provide relevant instruction using the Zone of Proximal Development model.
- Teachers shared best practices with each other and make their learning public.
- Teachers make their classrooms available for open discussions about effective teaching practices.
- Teachers plan together regularly and meet to discuss the benefits of working together as a team.
- Teachers facilitate and lead professional development workshops in their areas of expertise.
- Teachers meet regularly with teachers in lower and upper grades to discuss grade level expectations and possibilities.
- Teachers are reflective of their practice and commit to setting individual and group goals that are directly related to student high academic achievement.
- Teachers regularly engage in **Project Based Learning and Inquiry teamwork** with a focus on increasing their understanding and effectiveness of their teaching and learning practices.

### Essential Questions:

- Are students responding to the intervention(s) - instruction provided? What is the evidence?
- How often should the AIS team meet to discuss and evaluate student academic progress?
- When do we decide to change instructional service or academic program for a child?
- What are the benefits of communicating regularly to students and informing them of their academic progress?

- What are the benefits of communicating with parents regularly about their child's academic progress and development?

### **Goal 3:**

#### **Technology to enhance the quality of learning - Parent-School Relation and Communication**

- Technology is used to enhance individual student learning (project based learning)
- To increase quality of literacy instruction/learning
- To ensure quality communication with parents, teachers, students and members of the community
- To make students and teachers' learning (reading, writing, math and science) public.
- To share goals

*Vision for this goal: Teachers, students and parents celebrate and are constantly aware of their academic accomplishments and progress.*

#### **Understandings:**

- Teachers, students, supervisor, staff members and parents understand the importance of seeing themselves as learners.
- Teachers, students and parents understand the importance of working as a team, of meeting regularly to share information on the web and of working collaboratively to increase student academic achievement and performance.
- The entire learning community understands the importance of meeting at the end of every module to celebrate teaching and learning in the school.
- Teachers, students and parents understand the importance of posting their learning on the school website and of celebrating and publishing their learning/accomplishments regularly.
- Teachers, students, parents and members of the community understand the importance of maintaining and keeping a safe and secure learning environment on the web for all our learners and participants.

#### **Essential Questions:**

- How might our assessments promote learning, not simply measure it?
- What authentic assessments are useful to promoting student academic achievement?
- What are the benefits of posting and making our learning public?
- Who will monitor, edit and supervise the publishing of student and teacher work?
- What policies are in place to ensure a safe and secure learning environment on the web?
- How can publishing our learning benefit our entire learning community?

- What additional technologies and resources are needed to enhance our learning experiences and environment?

#### **Goal 4:**

#### **Differentiating Professional Development**

- Teachers develop a deeper understanding of their professional development needs, are aware of the professional development supports available to them and know whom to go to and how to access resources and information to enhance their individual professional growth, teaching and learning performance and collaborative and team processes skills.

#### **Understandings:**

- Teachers understand the difference between quality teaching and effective teaching
- Teachers understand the importance of knowing themselves and of communicating professional development needs to peers, colleagues, supervisors, coaches, mentors and support organizations.
- Teachers prioritize, develop a personal learning plan, and reflect on their professional growth regularly (twice a month) to enhance their teaching and learning environments.
- New teachers understand the importance of being proactive in their accessing, utilizing and seeking/researching resources that will enhance their teaching performance.
- New teachers understand the importance of participating and completing units of support outlined by the administration during their first year of teaching.
- Teachers understand the benefits of planning as a team, participating in study groups and sharing best practices with each other.
- Teachers use the Internet and the technology available to take and give courses, research information and access resources to address their individual professional development needs.
- Teachers create and use their blogs to share best and effective teaching practices and to display exemplary student work.
- Teachers understand the importance of completing surveys, sharing individual needs and reaching out to colleagues and support staff for additional support.

#### **Essential Questions:**

- How can we differentiate professional development for our teachers?
- What professional development practices are effective in meeting the professional development needs of our teachers both individually and as a group/team?
- When and how often should professional development take place to meet the learning needs of our learners?
- What professional development workshops are effective on increasing student academic achievement?

- What communication practices are effective to enhance professional development for all learners?
- What technologies are needed to enhance the professional growth of teachers and staff?
- What are the benefits of participating in professional activities such as; study groups, clubs and inquiry teams?

(For more information log onto PS1 website.)

## Leader in Me Process-PS 1

Beginning in 2014, PS 1X has adopted the *Leader in Me* process developed by author and teacher, Stephen R. Covey. *The Leader in Me* is an “innovative, school wide model that increases teacher effectiveness, student engagement, and academic achievement, while preparing students to be leaders in the 21st century.” Through this effort, our school will develop leadership qualities within all members of our school community, students, teachers, support staff, parents, and community members. This will be accomplished through direct instruction of the *7 Habits of Highly Effective People*, developing rituals and routines around leadership, team building, goal setting, and community action, and yearlong celebrations and events.

The 7 Habits:

Habit 1 — Be Proactive “You're in Charge”

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2 — Begin With the End in Mind “Have a Plan”

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school’s mission and vision. I look for ways to be a good citizen.

Habit 3 — Put First Things First “Work First, Then Play”

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 — Think Win-Win “Everyone Can Win”

I balance courage for getting what I want with consideration for what others want. I make deposits in others’ Emotional Bank Accounts. When conflicts arise, I look for Third Alternatives.

Habit 5 — Seek First to Understand, Then to Be Understood “Listen Before You Talk”

I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

## Habit 6 — Synergize “Together Is Better”

I value other people’s strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others, we can create better solutions than anyone of us can alone. I am humble.

## Habit 7 — Sharpen the Saw “Balance Feels Best”

I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

Through the Leader in Me process, students and teachers are expected to exemplify the 7 habits, by supporting each other in developing leaders at all levels, planning instruction for the week, month, year, living the habits on a daily basis, and teaching to learn.

## Monthly Character Development Themes

\*These monthly themes are posted, taught, and celebrated on a monthly basis within classrooms, during assemblies, within meetings, and around the building. Teachers must explicitly teach these themes throughout the day and during morning meetings, plan for activities around the themes and find read aloud to reinforce the themes for the students. Additionally, teacher must display student work and visuals to further support the theme outside and inside their classrooms. Monthly themes displayed should reflect the current theme and not be work from a previous month. The monthly themes are as followed:

September- Responsibility  
October- Trustworthiness  
November- Citizenship  
December- Caring  
January- Fairness  
February- Respect  
March- Empathy  
April-Heath  
May-Happiness  
June-Peace  
July-Gratitude  
August-Humility

Twitter and PS 1X

PS 1X has established a Twitter hashtag #ps1xhhp. This hashtag is an opportunity for teachers and staff members to tweet happening around the building, high level learning taking place in classrooms, celebrations taking place, best practices, professional development, high quality posted work/bulletin boards, and other positive contributions being made by students, staff, and parents. All teachers are encouraged to create a Twitter account in order to participate in this process. Our Twitter hashtag is not intended to voice complaints or issues around the building. Teacher must help in ensuring that all students return the form providing permission by parents for their children to be photographed/videotaped as per Chancellor's Regulations. Additionally, we expect at least 2 tweets per day.

### School Wide Rituals and Routines

We have strived to be the best in the world at Rituals and Routines. As a result, teacher and staff members are expected to have rituals and routines (i.e. songs, rhymes, number drills) for lining up, entry, dismissal, transitions, etc. This will help make transitions smooth and provide more opportunities for learning during these periods. Teachers are expected to utilize their Move to Improve training in order to support our rituals and routines and to ensure a healthy, happy, and peaceful learning environment.

WE ARE AN **HSP** (HEALTH, SMILE PEACE) SCHOOL!



We declare that our brains have infinite potential to create Health, Happiness and Peace every day and at every moment of our lives!

We declare that our brains have the ability to enhance the beauty and health of our Planet!

We declare that we are the masters of our brains!

We declare that our brains have infinite possibilities and creative potential!

We declare that our brains have the right to accept or refuse any information or knowledge that is offered!

We declare that our brains love humanity and the Earth!

We declare that our brains desire Peace!

## **BRAIN EDUCATION PRINCIPLES/RULES**

- **IF YOU CHOOSE, IT WILL HAPPEN...**
- **GOOD NEWS MAKES A GOOD BRAIN!**
- **WAKE UP AND PAY ATTENTION!**

### **RULES:**

- **Be Honest**
- **Be Responsible**
- **Be Confident**
- **Be Positive**
- **Be Happy - Smile**

**UNDERSTANDINGS ABOUT OURSELVES:** FIRST, WE MUST TAKE CARE OF OUR BODY. BY TAKING CARE OF OUR BODY, WE ARE TAKING CARE OF OUR HEART, AND BY TAKING CARE OF OUR HEART; WE ARE TAKING CARE OF OUR BRAIN.



**HEALTHY BODY -- HEALTHY HEART –HEALTHY  
MIND**

**I CAN DO IT!**

**WE ARE POWER BRAINS!!!**

**OUR PURPOSE IN LIFE IS TO CREATE  
HAPPINESS, SERVE AND CARE FOR HUMANITY  
AND CARE FOR OUR PLANET!**

## **PS 1 SCHOOL VISION**

**P**ublic school 1 is a learning community that is dedicated to fostering ethical, caring, self-reflective and **independent** thinkers with a **life-long love for learning**.

Relationships and communication between adults and students are at the core of our community. PS1 celebrates the diversity of all its members, supports their different learning styles, and encourages them to express their individuality and pursue their interests. PS1 is a place for children (...and adults) to discover and feel confident about who they are, build healthy relationships with adults and peers, and investigate their questions about the world in a safe, nurturing and academically rigorous environment. This community aims to cultivate a love of learning in all its members.

## **SCHOOL COMMUNITY**

**P**ublic school 1 is part of the South Bronx, District 7 schools' Network. Students, staff, parents and community members share common values and work collaboratively toward meeting the goals of the program.

### **Public School 1 Mission Statement**

*The Public School 1 community will develop  
the critical thinking and social  
interaction skills of all learners, in a nurturing and  
collaborative environment  
so our learners can achieve high  
academic standards and be productive  
citizens in the 21<sup>st</sup> century.*

### **School Motto**

*“We are what we repeatedly do. Excellence, then, is not an act, but  
a habit”*

-Aristotle

## **Educational Philosophy**

We at PS1 seek to provide a motivating, contemporary education to students through the provision of a rich Common Core-curriculum. We believe that high expectations, combined with a successful academic program, will give our students the opportunity to succeed. In order for children to fully understand and remember what they have learned, the information must be meaningful to the child in the context of the child's experiences and development.

Our school seeks to bolster a child's self-esteem, problem solving, and social skills, while establishing a foundation for life-long learning. We encourage our students to become independent thinkers with the power to discover and learn as we facilitate the learning process for them. Our focus is on clear expectations and academic rigor. Our goal is to bring every student up to high standards.

We will achieve these goals by encouraging curriculum activities, which involve critical thinking and encourage students' discussion and participation. Students discover relationships between topics and subject areas when they are provided with the opportunity to grasp core curriculum. We utilize a balanced literacy approach that integrates writing and reading and focuses on process skills. We have aligned our curriculum to the New York State Common Core Standards, which provides guidelines for student achievement. The emphasis is on interactive teaching and helping students develop confidence in their thinking as they reach high standards and improve their performance. We expect that the implementation of a school-wide standards based instructional model, the extended day program, after school program, and increased professional development will ensure the achievement of these goals.

## **Administrative/Instructional/Support Staff**

Jorge Perdomo  
Principal

Sharin Tirado,  
2, 3 & 5  
Assistant Principal

Henry Ramazzotti,  
K, 1, & 4  
Assistant Principal

Karina Rojas  
Parent Coordinator

Evelyn Reyes  
PA President

Desiree Galarza  
Payroll Secretary

LeTrucee Riddick  
Pupil Accounting

Mr. R. Herrera  
Math Coach/Data Specialist

Ms. G. Debellis  
Literacy Coach

Ms. I. Macchia  
Social Worker/SBST

Ms. Caraballo  
Guidance Counselor

Ms. M. Bez  
IEP Teacher/District Rep

Ms. E. Jimenez  
Social Worker/Guidance Counselor

Ms. M. Vargas  
Librarian

Ms. Y. Alberto  
ESL

Mr. A. Nunez  
Technology

Ms. K. Garcia  
ESL

### Additional Instructional Resources

- Please see the suggested “Flow of the Day”, Assessment Calendar, Celebrations/Events Calendar for further information regarding instructional program and expectations.

## **Yearlong Essential Questions**

1. What does effective teaching look like? (i.e., writing, reading, math etc..)
2. What is evidence that technology increases student ownership of their learning?
3. What strategies are effective on improving Fluency and Comprehension?
4. How can technology enhance communication, teaching and learning in our learning community?

### **English Language Arts, Mathematics, Science and Social Studies essential questions:**

1. How can writing improve reading comprehension?
2. How can mathematics improve reading comprehension?
3. What are the benefits of sharing different ways to solve problems?
4. What are the benefits of solving problems as a group/team?
5. What are effective age appropriate practices to improve student research skills?
6. What do good historians and geographers do?
7. What are the benefits of minute-by-minute, day-by-day assessments?

### **Culture of the school essential questions:**

1. What do learning communities value most?
2. What is evidence that collaboration and team work is taking place in our learning community?
3. How often should the members of our learning community meet to celebrate and recognize accomplishments and progress?
4. What is evidence of Academic Rigor, Clear Expectations and Accountable Talk?

### **Parent-student- school communication essential questions:**

1. What role can parents play in supporting the school and their students learning environments?
2. What technology is helping our students, teachers and parents make sense of their learning?
3. What behavior/habits are essential for student academic growth?
4. What should our student understand, know and be able to do at the completion of their unit of studies?

5. What professional development activities are effective in increasing parental involvement and participation in our school activities?

### **TECHNOLOGY BASED INSTRUCTION AT OUR SCHOOL**

#### **THE FOLLOWING TECHNOLOGY-BASED PROGRAMS/SOFTWARES ARE DESIGNED TO SUPPLEMENT/ENRICH AND ENHANCE TEACHING AND LEARNING IN OUR CLASSROOM**

- **I-READY.COM**- Grades K-5 in Literacy and Math. I-Ready is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, and a Common Core readiness screener. It's all you need to significantly improve student outcomes in reading and math.
- **ACCELERATED READER**- AR's advanced technology helps you make essential reading practice more effective for every student, personalize reading practice to each student's current level, manage all reading activities, including *read to*, *read with*, and *read independently*, assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes, build a lifelong love of reading and learning. (<https://hosted235.renlearn.com/18165/>)
- **MINDRESEARCH.NET**- MIND's Education Division deploys its distinctive visual approach through innovative instructional software, textbooks, and professional development for the K-12 math market. MIND's unique math education process engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
- **DISCOVERYEDUCATION.COM (ALL LEARNERS) ADDITIONAL INSTRUCTIONAL MATERIAL AND RESOURCES FOR TEACHERS AND STUDENTS IN ALL SUBJECT AREAS.**
- **IMAGINE LEARNING (nonfiction reading program Pre-k – 5<sup>th</sup>)** to support and enhance reading instruction for ELLs, Special Education and At Risk students. However, any selected student can benefit from using the program with the guidance of their teachers.
- **Guided Reading A-Z PRE-K – 5<sup>th</sup> Additional guided Reading Text.**
- **ReadNaturally 2-5 Nonfiction Fluency Program for all on Level Readers**
- **TC READING AND WRITING PROJECT WEBSITE/ASSESSMENT PRO**
- **PS1X.ORG OUR SCHOOL/NYC DEPARTMENT OF EDUCATION WEBSITES.**
- **ARIS/ACUITY/NYstart (data and assessment sites)**

## **Understanding by Design- (UBD)**

A way of planning that we believe improves student learning and teacher satisfaction. It is based on Wiggins and MacTighe's Understanding by Design (2003).

Stages in the Backwards Design Process:

### **Identify Desired Results**

**Determine Acceptable Evidence of progress  
toward achieving desired goals and objectives**

**Plan Learning Experiences and  
Instruction**

**WE REALIZE OUR  
VISION!!!**

### *New Common Core Curriculum Philosophy*

(Please go to the website for access to the entire New Common Core Standards:  
[www.Corestandards.org](http://www.Corestandards.org))

#### *Literacy*

PS1 will continue to implement the TC Writers' and Readers' Workshop Model. We will follow the TC curriculum calendar (which is being aligned to the New Common Core Standards) on reading and writing grade pre-k-5. In this model, children will learn from direct and explicit strategy instruction (mini-lessons) from the opportunity to read independently and in partnerships, from small group guided reading and strategy lessons and from individual conferences. At the start of the year, teachers will assess children's independent reading level and match them to 'Just Right' books. This assessment will include taking running records, retelling, fluency and/or comprehension. We will also establish a system for reassessing students writing every month or so, in order to move them along to more challenging writing/books at the appropriate time.

Our balanced literacy curriculum will include:

- Mini-lessons: Teaching point, explicit and direct strategy instruction (see attachment, architecture of a mini-lesson) must be posted daily for all students, visitors and administration to see.
- Read Alouds and Accountable Talk: The teacher chooses a text, usually grade level or one grade higher and reads aloud the text to the class. Teachers model fluent reading behavior and the skills, strategies, and habits of good readers. Teachers present focus questions during the read aloud based on student's data and learning needs.
- Phonics/Word Study: Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)
- Small Group Instruction: Guided Reading, Strategy Lessons and Interventions
- Guided Reading: The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.) Guided Writing: same as reading but during writers workshop
- Independent Reading: Students read a book at their independent level. The teacher confers with students during this time.
- Independent Writing: Students maintain work folders, writer's notebooks, writer's folder, or portfolios, which reflects their ideas, skills performance and insights. Through genre study, author study, and craft units of study, students work carefully to change their drafts into published pieces.
- Shared Reading: Short text (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in larger text, placed on overhead transparencies or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies.
- Shared Writing: Teachers and students share the composing process. Teacher acts as the recorder.
- Interactive Writing: In the lower grades, teachers invite students to take risks in recording their oral sentences into written text.



## Reading Skills/Strategies

- Monitoring for sense/Monitoring for Meaning
- Reading with Stamina
- Retelling
- Using and Creating Schema
- Asking Questions
- Determining Importance
- Envisioning/Using Sensory and Emotional Images
- Synthesizing
- Inferring
- Empathizing with a character using context clues to make meaning of difficult vocabulary and concepts
- Using word attack skills
- Reading with fluency
- Reading with intonation, expression, phrasing that reflects meaning

**Classroom Libraries** will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing. **Please use the TC format** for leveling your classroom libraries (see your supervisor or support staff, if in need of assistance).

Wilson, Great Leaps, Foundations, Read 180, Achieve 3000 and Read Naturally programs will be utilized as intervention strategies for struggling readers.

## Conferencing Guidelines for Readers Workshop

### Teacher Observation

#### A. Decoding

1. Do they pronounce vowel and consonant digraphs (i.e., ai, eigh, ee, sh, ph, th) and consonant blends (i.e., tr, br, id)?
2. Do they confuse short and long vowels?
3. Do they read long vowels all the way through?
4. Do they have quick recall of common sight words?
5. What exactly do they do when they don’t know a word?:
  - Stop and do nothing
  - Mispronounce and go on
  - Substitute another word
  - Ask teacher
6. Are they uncomfortable with the reading?

#### B. Oral Reading and Fluency

1. Do they stop at periods, commas?

### Remediation

#### A. Decoding

1. Develop word study to address these issues
2. Clarify spelling patterns - reinforce letter sounds.
3. Work on prefixes and suffixes and word chunks - play nonsense word games
4. Use flash cards to embed in memory
5. What do good readers do? Chart and strategy lesson
6. Try an easier text

#### B. Oral Reading and Fluency

1. Teacher modeling

2. Do they use question marks?
3. Are they pointing with finger?
4. Do they lose their place?
5. Do they read word by word?
6. Do they read dialogue with voice?
7. Do they read too quickly or too slowly?
8. Do they emphasize important words?

### C. Comprehension - Literal

1. When reading aloud do they stop at appropriate places to absorb meaning?
2. Can they respond literally to teacher questions?
  - Did they understand the text?
  - Did they understand the question?

### D. Comprehension - higher order thinking

1. Can they pick out important information in the reading
2. Can they infer implied information
3. Do they stay on focus with answer
4. Do they pick relevant examples?
5. Are connections to self appropriate?
6. Do they stay close to the text in their discussion?
7. Can they respond to higher order thinking questions without process scaffolding?

2. Direct instruction
3. Strategy lessons
4. Kids practicing with teacher listening
5. Choral reading
6. Reading dialogue/plays
7. Chart: What do good readers do to read fluently?
8. Frequently remind students that you need to read in your head with expression

### C. Comprehension - Literal

1. Teach students to stop at every sentence or to discuss visualization (mind movies). Are there vocabulary issues, oral expression (key to/language issues)?
2. Ask literal questions
  - Can student point to passage where the answer is?
  - Visually map the thought process

### D. Comprehension - higher order thinking

- Ask questions using more scaffolding
- Visually map the thought process
- Teacher modeling of self questioning, visualizing, making connections, inferring, synthesizing
- Supervised student practice with close teacher monitoring

***Mathematics***  
***Keep Learning on Track/Math Challenges! New this year!***  
***(More information will be provided)***

Mathematics focuses on problem solving and the application of information within a workshop model. Important topics include measurement, geometry, probability and data interpretation.

Everyday Mathematics will be implemented in grades K-5. This curriculum reflects the NCTM goals and emphasizes a strategy approach to learning basic facts and an active involvement in solving problems through whole class instruction, small group activities and individual work.

This program is correlated to the New York State Learning standards and the New York City Performance standards. It introduces mathematics concepts and skills in real-life contexts.

Components of the Comprehensive Instructional Approach for Mathematics:

Instructional Materials/Texts: *Everyday Mathematics, Third edition*

Planning Guide - Pacing and alignment calendar

Math Block: 60 minutes -Grades K-2

75 minutes -Grades 3-5

- Warm -up
- Teaching Lesson
- Ongoing learning and Practice
- Extra Practice/Enrichment
- Games/Skills Practice/Test Prep
- Assessments: Looking at student work; Periodic assessment - Unit/end of year assessment

**Go Math-** Go Math! is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. **Mathematics 3<sup>rd</sup> Ed. (Grades K-5)** is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.

**Math Navigator, iReady, and Great Leaps Math will be used for students in need of intervention.**

## *Mathematics Workshop planning Template*

### **Mathematical Goal:**

**Ten Minute Math:** (Mental math or other quick math opportunity)

### **Mini-Lesson:**

- Connection (Prior Knowledge e.g. “Yesterday, we...”)
- Teaching (What is the activity for independent work? How will children be scaffolded into the activity so that they have access into the mathematical goal?)
- Active Engagement (e.g. “Turn and talk to your neighbor about...”)
- Link (What can they go off and do as mathematicians?)

### **Independent Work:**

- Students go off and interact with the activity in order to make sense of the identified mathematical goal. Think about what authentic evidence of learning might be produced during this portion of the workshop in order to access whether the experience furthered learning toward the mathematical goal.

### **Share:**

- Think about what you learned during independent work that might be reinforced during the share - what misconceptions or misunderstandings did some students demonstrate?

## *Science*

Our science program includes a science lab that is aligned with the science standards content, instruction, and assessment. Students explore, practice, and apply concepts in multiple ways. Instruction is student-centered, inquiry based, and focused on expanding student’s basic knowledge. The research-based insights program provide lab experiences that enable students to compare, organize, observe and communicate understanding through hands-on experiments. The science lab experiences support the lessons presented by the classroom and science teachers. Pre-K – Grade 2 use big books and trade books and Grades 3-5 use a science text, Harcourt Science, to supplement their trade books and extend science learning. The Robin Hood Library and the Computer Lab provide additional resources and access to technology for research. The main goal and overarching purpose of science is to teach students to think. It involves asking and attempting to answer questions about the physical world, questions about which there is evidence. Inquiry is realized in the coming together of material and learner. Students will be involved in real scientific inquiry.

## ***Social Studies***

We use trade books, articles, magazines and trips, supplemented with a textbook when necessary. Each theme unit and lesson should be planned with attention to the concepts, content and skills learning it fosters. The five perspectives - geographical, political, social, historical and economic are to be incorporated into our social studies program that focuses on land, people and culture in our neighborhood and around the world. New York City Curriculum, the New York State Curriculum and the Core Curriculum Sequence guides can be incorporated together with social studies content area reading materials and books. The study of cultures provides students with the opportunity to research, compare and contrast. Mapping skills, including construction and deciphering of an array of map types, are included in the social studies curriculum. Students employ various investigative techniques and use the knowledge they acquire to compare different areas of study with their own life experiences.

Following is a list of expectations for the teaching of social studies to support student development of an identity and knowledge base that prepares them for life in the truly global 21<sup>st</sup> century.

- Lessons are planned around student needs
- Lessons are scaffold such that students increase skills and information in order to approach more challenging work independently
- Teachers are guides, mediators and facilitators
- Teachers model the process historians use in conducting research: locating, analyzing, and evaluating primary and secondary sources, artifacts, and images
- Structures are created for students to engage in accountable talk
- Instruction is inquiry based with genuine questioning
- Units of study are planned around essential questions, problems posed by teachers, and questions posed by students
- Student work is designed around authentic, research-based projects
- Units of study includes field trips, whenever possible, as an integral component of student research
- Students are active participants in their own learning
- The classroom contains a variety of reading materials, including assorted genres and reading levels.
- Assessment reflects what students know not just what they need to know
- Students are assessed formally and informally, through tasks, journals, test, projects, conferences and discussions.

***Social Studies Curriculum has been updated by the Department of Education and will be distributed to staff!***

### ***Social Studies***

<b>Grade</b>	<b>Suggested Unit of Study</b>
K	Self and Family

First	Local Community Study
Second	Community Study (includes comparison of communities past to present and comparison of urban, suburban, rural)
Third	China / Africa / Country of Choice
Fourth	Exploration / NYS Native Americans / Colonization: American / A New Nation / Immigration (Compare to tribes throughout continent) Revolution
Fifth	American / Geography of the / Culture and Challenges / 19 <sup>th</sup> Century / Industrial Government Growth and urbanization / Western Hemisphere / of Native Americans since the 19 <sup>th</sup> century in the USA, Canada and Latin America / Migration and Westward expansion in the USA, Canada and Latin America

### ***Bilingual Education & ICT***

P.S.1 offers full-time self contained classes, Bilingual Integrated Team Teaching, and a free standing ESL program for those students whose parents have opted out of the bilingual program, or for those students who speak a language other than Spanish. Students who are identified by the Lab-R and the NYSESLAT to be eligible for ELL services are placed in either bilingual self-contained classes or in monolingual classes with a push-in and pull-out ESL services.

Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly and advanced ELLs receive (180 minutes) weekly and one unit of English Language Arts (180 minutes). All ELLs in a self-contained bilingual class receive one unit of Native Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content areas according to their level of English Language Acquisition.

Some of the instructional strategies employed of our ELLs are differentiated instruction, scaffolding, balanced literacy, TPR, and the Natural Approach to ensure English Language Acquisition. We use strategies that are outlined in the Principles of Learning which have been established to implement academic rigor. The ESL standards, balanced literacy, math ELLs lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our bilingual classes and ESL instruction. All teachers employ student centered learning in their classrooms as well as inquiry based learning activities.

## ***Professional Development***

P.S.1 has a full time math coach, a literacy consultant and a bilingual coordinator. They conduct professional development workshops, co-teach, present model lessons and develop lesson plans with teachers. They assist in the implementation of school wide initiatives and review assessment results of students to inform teaching.

Administrators, Coaches, and Staff Developers work directly in the classrooms with teachers and children throughout the school day. This modeling, co-teaching, coaching conferring, planning and assessing have been very effective in providing teachers with the support necessary to learn new programs, develop expertise in teaching them, individualize instruction and develop and use assessment effectively. The relationships that develop between the professional development staff and the teachers enable ongoing conversations about issues that are of concern.

Selected teachers attend literacy, math, and content-based workshops offered by the region to enhance their development and learn new programs and improve their teaching craft.

**Professional Development Menu:** You are expected to participate in yearlong PD, choose professional development from the list below and meet with your supervisor for planning and alignment of PD that meets your individual and group needs and that is aligned with the school vision. The suggested lengths for these PDs are one or two modules and should be the outcome of a joint decision with your supervisor (for individual growth) and your team members (for group goals).

This year we are introducing the **Academy of Collaborative Learning!** As the name implies, every member of the Academy will work collaborative to learn, study and work together to understand, solve and find ways to accelerate student learning. It will function both as a voluntary and paid activity throughout the entire year.

Every staff member of our learning community is expected to participate in any of the following collaborative learning teams:

Inquiry Teams (all teachers in our school-Yearlong) Common Core Standards (all Teachers- Life-long) Teacher Learning Communities (Math Up Teachers and grade level teams) Study Groups (by choice) Project Based Learning Clubs (by choice - small group of students and teachers – Paid) Technology Integration to Enhance Teaching and Learning.

- Differentiated Instruction
- Data-Driven Instruction/Assessment Pro
- Tutoring/small group instruction
- Developing student leadership
- Interclass visits/workshop attended

- Professional book club
- Understanding by Design (framework for planning)
- Video presentation of demo lessons
- Facilitating workshops
- Looking at student work
- Classroom environment that improves student learning and instruction
- Collaborative Team Teaching/ Interdisciplinary projects
- Academic Intervention Services
- Walkthroughs/Learning Walk

### **Bilingual/ESL Additional Staff Development**

<b>Month</b>	<b>Professional Development</b>
September	Introduction to SIOP/Initial Testing of Bilingual and Ells/Lab-R/HLIS
October	Planning lessons using language objective and content objective Quality Teaching for English Language Learners (QTEL) Pre-teaching strategies for Ells (vocabulary, scaffolds and TPRs)
November	Implementation and Observations using clear language and content objective Scaffolding Strategies using Quality Teaching for English Language Learners (QTEL)
December	Authentic Assessment Sheltered Instruction
January	Data Analysis Sheltered Instruction
February	Data Analysis Sheltered Instruction
March	Design Math and Social Studies Curricula using Backwards Design
April	Design math and Social Studies curricula using Backwards Design
May	Assessment/Evaluation of ELL



## INQUIRY TEAMS

EVERY GRADE IS PART OF AN INQUIRY TEAM. WE ARE ADDING VERTICAL TEAMS WHERE A 4<sup>TH</sup> GRADE TEAM CAN WORK ON AN INQUIRY FOCUS WITH A 3<sup>RD</sup> GRADE TEAM. PRE-K WILL BE COMBINED WITH KINDERGARTEN.

FOR QUALITY REVIEW PURPOSE, GRADE 3 WILL REPRESENT THE SCHOOL THIS YEAR.

EACH GRADE IS TO SELECT 15-20 STUDENTS, SET SMART GOALS AND USE THESE STUDENTS TO LEARN ABOUT THE LEARNING NEEDS AND CHALLENGES OF THE STUDENTS WITHIN THAT GRADE LEVEL OR AGE RANGE.

THE GOAL IS TO IMPROVE THE ACADEMIC ACHIEVEMENT OF THE TARGET POPULATION AND LEARN ABOUT THE BEST TEACHING AND LEARNING PRACTICES THAT ARE BEING EFFECTIVE IN MEETING THE LEARNING NEEDS OF OUR LEARNERS.

## Staff Norms

Be Prepared

Follow the Norms

Be a Mathematician

Be a Problem Solver/ Consider multiple solutions while problem solving

**Be a Writer and Researcher/Model Excellent Writers' Behavior**

**Have a Journal Book with you at all times! Write! Write! Write!**

**Be a Passionate Learner! Read! Read! Read!**

Be Present

Be Punctual

Be Explicit

Be Respectful

Be Safe

Be Productive

Be Respectful of one's expertise in teaching and learning  
Conduct all conversations in a professional manner  
Participate  
Express disagreement in a productive manner  
Have a sense of humor  
Maximize time, stick to time, and be mindful of transitional time  
Give warnings when possible before taking action/making decisions  
Stress the positive  
**Listen carefully to what everyone has to say**  
Aim high and break things down into smaller pieces  
Plan at least one week ahead, individually and collaboratively  
Give compliments  
Give timely and useful feedback/Provide Feedback that moves the learning forward/be receptive  
See the glass half full instead of half empty

## **PS1'S Expectation of Teachers**

- 1) Teachers create classrooms that are safe, fun, and academically rigorous.
- 2) Teachers model exceptional writing and reading behaviors!
- 3) Teachers adhere to the Flow of the Day Chart and post the **Teaching Point** of their lessons in a prominent location (i.e., whiteboard) for students and visitors to see.
- 4) **Teachers work in teams to learn the New Common Core Standards and to adjust units of studies to align instruction to the standards.**
- 5) **TEACHERS WRITE MONTHLY LETTERS TO PARENTS INFORMING THEM OF THEIR CHILD'S LEARNING** (i.e., required readings, writings, homework assignments).
- 6) Teachers are respectful and welcoming to students, parents, and staff and communicate regularly or as needed with community members.

- 7) Teachers have planned out lessons, TC units, and curricula and aligned them with State Standards. Teachers create interdisciplinary, inquiry, and project based work.
- 8) **Teachers give students homework daily and assess student progress in a systematic, ongoing, authentic and timely manner.**
- 9) **TEACHERS COLLECT EXEMPLARY STUDENT WORK THROUGHOUT THE YEAR FOR ANALYSIS OF STUDENT GROWTH AND TO REFLECT ON THE EFFECTIVENESS OF THEIR TEACHING!**
- 10) Teachers encourage student **independence** and allow them to share their questions, talk with one another and pursue their interests.
- 11) Classrooms are clean and organized. Students' work is displayed and all disciplines are represented and visible. Learning environment is structured that all materials and books are accessible to students.
- 12) Teachers and staff participate in decisions that affect student learning and progress.
- 13) Teachers are supportive of each other and are willing to mentor/coach other colleagues.
- 14) Teachers are willing to visit and observe other colleagues teaching and are willing to share their knowledge and expertise with visiting professionals and educators, in-house and outside the school.
- 15) Teachers are proactive in anticipating and addressing student academic needs.

### **Teacher Accountability**

1. **Teachers are ultimately accountable for the Academic Progress of all the students in their classroom.**
2. **Intervention/AIS and Support staff are accountable for the academic progress of the groups of students assigned to them.**
3. Teachers adhere to the curriculum, plan lessons and make adjustment regularly based on assessment results.
4. Teachers are to fill out and distribute the new **Interim Progress Report** which will be given **every other month** in addition to the School Report Card.

5. Teachers design with students their grading policy (this policy should be aligned with the school grading policy, see previous page).
6. Core subject teachers should use homework sheets, number the sheets of homework for which they want to hold students accountable. At the end of each module, there should be a clear understanding of the amount of homework to be completed and accounted for.
7. Teachers should clearly post the flow of the day chart and homework assignments on the board in the same place each day.
8. **Teacher should provide students written and verbal feedback frequently. This should include positive reinforcement and next steps.**
9. Teachers should use rubrics to grade/assess major projects and bulletin board displays.
10. Teachers are responsible for taking attendance every day in class.
11. Teachers must adhere to all school policies to the best of their abilities: i.e., food/gum/candy, CD players/Ipods/Cell phones are not allowed in school.
12. Teachers have a print-rich environment that reflects the lessons being taught.
13. Teachers are responsible for assessing (ongoing assessment), collecting and interpreting data and adjusting instruction accordingly.
14. Teachers meet weekly with their coaches or supervisor to analyze sample of student work that is representative of a low, middle and high performing student in the class. These students' samples should vary from week to week (i.e., student writings, teacher made tests, tests scores, quizzes, videos, projects, etc...).
15. Teachers meet regularly with their supervisors, coaches or mentor to discuss professional goals for the year (i.e., areas of strength and areas in need of improvement). Please see the **Individual Professional Development Support Plan for more details.**
16. Teachers are responsible for diagnosing, adjusting, and communicating student progress and academic needs to parents and administration every month of the school year.
17. If a student is not meeting standard, teachers are responsible for documenting and collecting evidence that prove all attempts were made to meet the academic and social needs of the child.
18. PS1 requires that you follow City and State performance standards for all subject areas. For your assistance, attached are the appropriate standards for your discipline and grade level.
19. Teachers set goals for their students based on assessments and what they know students are capable of achieving.
20. Teachers will guide students with setting their own academic goals.

## Progress Reports-Letters to parents

- **Progress reports:** Progress reports will be sent home to parents at the end of each module. Progress reports can include class assessment data, web based program data reports from such resources as iReady or Assessment Pro, and TC Assessment data. Progress reports will be provided to staff.
  - **Progress Report Schedule-** Progress Reports will be given to students on the following dates:
    - October 31<sup>st</sup>
    - February 8<sup>th</sup>
    - May 3<sup>rd</sup>
- **Letters to parents:** Letters to parents will be sent every month of the school year delineating what students will be learning and expectations for parents and students.

### School-Wide Grading Policy

- Grading is assigning a value or symbol to represent the level of student achievement over a period of time. The purpose of grading is to report and document student achievement at designated times throughout the learning process.
- **Behavior is not accounted when grading academic performance and achievement.**

**Level 4 - Exceeds and meets standards**

**Level 3 - Meets standards**

**Level 2 - Approaching standards**

**Level 1 - Below standards**

In addition to these scores, Ells and ESL Bilingual students are graded based on their communication arts performance results in the NYSESLAT.

**Homework grading policy:** Homework is reinforcement of concepts taught in the classroom. Grading should reflect effort, completion of tasks and work habits. All homework will be checked daily.

Suggested grading:

4= 90% - 100%

3= 85% - 90%

2= 70% - 85%

1= 65% and below

## Lesson Planning/Common planning

- Grade level meetings will be scheduled once a week and combine with the 40-minute faculty conferences.
- Monday staff meetings cover a broad range of topics that include: school policy, professional development, analysis and interpretation of data, looking at students' work, teachers' collaborative planning and scheduling.
- Teachers are expected to use their common planning time for lesson planning and for facilitating professional development activities that improve quality of classroom instruction.
- Teachers are to work collaboratively to develop lessons aligned with the curriculum maps and to ensure pace and alignment of instruction with the New York City, New York State Standards, and Common Core Learning Standards.
- Punctuality and attendance to common planning meetings will ensure sustainability and quality of work.
- Grade level and team meetings must follow a protocol to ensure all members of the team are contributing to the meeting in some fashion and to maximize efficiency and productivity throughout the meeting. Meetings should not be predominantly clerical in nature. Meetings should be utilized in order to look at students data, student work, discuss instructional next steps based on the data, to look at patterns and trends, and to enhance instructional practices.
- All meetings must have an agenda and sign in sheet. A copy must be forwarded to grade level supervisor on a weekly basis.
- Support will be provided as per request and as needed.

## Bulletin Boards/print-rich learning environment

- Out-of-the-classroom bulletin boards need to be updated with new student work on a monthly basis. Work to be displayed should be ready and complete two weeks prior. **Do not take down any work until you have the new work ready to be displayed. Empty bulletin boards are not acceptable at any time!**
- Each subject teacher should put up displays of student work in the hallways once a month minimum. **Each display should have an explanatory blurb (task description, title) about the assignment, class/teacher name, corresponding student/teacher made rubrics with feedback about the work presented, and Common Core Learning Standards Addressed by the board.**
- Teachers are assigned a bulletin board. They should also utilize their classroom bulletin boards and rotate them at a frequency of at least once a month. *Student work is highly valued at PSI and should be visible in the hallways and in the classrooms.*
- Bulletin boards are a window that allows our community of learners to learn about, and have an understanding of, what students are learning in the classroom. It should reflect the current work that is taking place in the classroom and that is aligned with the pacing and instruction for that module.

- **Hallway bulletin boards, displaying student work, must be complete by September 20 , 2014.**
- **The following are the dates expected for updated bulletin boards:**
  - **October 12<sup>th</sup>**
  - **November 5<sup>th</sup>**
  - **December 12<sup>th</sup>**
  - **January 7<sup>th</sup>**
  - **February 4<sup>th</sup>**
  - **March 4<sup>th</sup>**
  - **April 7<sup>th</sup>**
  - **May 6<sup>th</sup>**
  - **June 3<sup>rd</sup>**

### **Interclass visits/visiting other schools/Instructional meetings**

- Teachers must submit requests (with a focus for the visit) for interclass visits at least one week in advance to be approved by the principal.
- Teachers are encouraged to observe and visit each other or other teachers while they are teaching regularly.
- Meet with the teacher(s) to be observed and agree on a focus for the observation. Fill out the observation/interclass visit form and submit it to your supervisor.
- Meet with the teacher, coach or supervisor after the observation to discuss the learning and outcomes of the observation. **Log all your meetings with your supervisor, teacher, mentor and/or coaches.**
- **All these meetings are meant to support your professional development growth and their main purpose is to improve the quality of instruction in the classroom.**

### **Instructional Team/Team Leaders**

- The instructional team will have the principal, assistant principal, coaches, coordinators, consultants and team leaders representing each grade level. **Team leaders will meet once a month and may share information with the administration via e-mail, blogs, wikis, and meetings.**
- Each grade may decide who will lead their team and must ensure all teachers have an opportunity to lead during the school year. Two teachers may decide to work together as leaders for a particular project and for a specific time.

## **School Leadership Team**

- The school leadership team will meet monthly on Friday afternoons as required in the bylaws.
- The SLT team will follow all procedures and regulations as prescribed by the Chancellor's Regulation regarding SLT meetings.
- These positions are voluntary. Leaders are committed and are expected to meet to discuss issues regarding their teams.

## **Faculty Conferences/Grade Level Meetings**

- Faculty Conferences and Grade Level Meetings will be held every Monday.

## **Goal Setting/Meetings with supervisors/Surveys/Evaluations**

Teachers will meet with their supervisors to discuss goals for the year. This should be a brief 10 minute meeting and should serve to establish and discuss professional development goals and support throughout the year. Teachers are to complete surveys/evaluations regularly to allow the administration gauge progress of professional development provided.

- **What are your strengths as an educator? Describe...**
- **What are two goals that you have for yourself this year?**
- **What area of instruction would you like to improve on the most?**
- **How can coaches and supervisors support you the most?**
- **What teaching tools/supplies/PD are you not getting that you need and want?**
- **Tell us how we, the administration, can help you improve your professional experience and practices.**
- **What technology support would you need to maximize the resources available on the Internet and our school website?**

## **GOAL SETTING FOR STUDENTS**

- **Teachers are to set goals with each individual student throughout the year.**
- **Teachers set a goal for the students based on what they know their students can achieve academically.**
- **Teachers guide students to set goals in their area in need of improvement and area of interest.**
- **Teachers must ensure goals are set in all core subject areas.**
- **Teachers are responsible for timelines of completion of goals and for helping students become independent and reflective learners. Teachers must help students show evidence that they have met their goals.**
- **Goals are to be published weekly or monthly as part of the celebrations of accomplishments.**
- **There should be a goal setting chart in every classroom for the class.**



- **Teachers are responsible for supervising and monitoring students' Goal Setting Folders!**

### **Assessment Philosophy/Policy**

- Every teacher will be provided with an assessment binder and will be expected to meet regularly (minimum twice a month) with administrators, intervention team and parents to discuss student progress.
- **Teachers are to enter their TC assessments on the ASSESSMENT PRO system in a timely fashion and as accurate as possible.**
- **PLEASE ADHERE TO THE NYC ASSESSMENT CALENDAR AND OUR SCHOOL ASSESSMENT TIMELINES and CALENDAR.**
- **EVERY TEACHER IS RESPONSIBLE FOR ANALYZING AND INTERPRETING STUDENT DATA.**

### **Official School Hours Arrival – Dismissal**

- The regular school day runs from 8:00 am – 2:20 pm. Mondays through Fridays
- Monday Meeting Hours
- Tuesday Meeting Hours
- Possible After School hours 2:30pm-4:30pm

\*\*\*Breakfast will now take place in the classrooms at 8:08 to 8:30\*\*\*

The following exits are used for dismissal:

Grades Pre-K	Exit 9 &10
Grades K- 1	Exit 4 (Yard)
Grades 2:	Exit 2 & 3
Grades 3, 4, & 5	Exit 5 & 6 (by 153 <sup>rd</sup> Street)

For grades Pre-K to 2 teachers are to escort their classes to the designated dismissal area outside of the school. For grades 3 – 5 teachers are to escort students to the designated exit and ensure all students leave the building. The doors must be closed after the classes have been dismissed.

Students not picked up on time must be taken to the Auditorium and must stay under the supervision of an adult until their parent or guardian picks them up.

**Absences:** Attendance Rosters are a legal document and must be signed by the classroom teacher taking attendance. The principal or designated supervisor will review the attendance folder daily. A doctor's note or appropriate documentation regarding student absences must be placed in the attendance folder for Ms. Cintron to

process. All attendance folders are to be placed in the basket on the door outside your classroom by 9:15 am.

**Lateness:** Students are to be marked late as soon as all classes have entered the classroom after morning line-up. Additionally, all late students are to get a late pass at the front desk from Ms. Cintron.

**No teacher is to keep a child after dismissal unless authorized by the Principal and parents are notified.**

### **Staff Attendance/Absence Policy and Schedule**

- **Teachers and staff must be at their assigned post (classroom, cafeteria or auditorium) by 8:00 am.** Lateness will be documented and teachers/staff with a pattern of lateness will be asked to clock the time card and immediately meet with an administrator/supervisor.
- Everyone is required to adhere to the school schedule and be on time to their assigned classes or postings.
- *In the event that you will be absent, first call or log in to Sub-Central, then notify the school. You must notify Sub-Central and the school prior to 6:59 A.M. You can log an absence into Sub-Central up to 30 days before. **If you are scheduled for a meeting please be sure to log your absence as soon as possible.***

*Sub-Central- 718-935-6740*

*Help Desk – 718-935-4401*

*URL- [www.subcentral.nycenet.edu](http://www.subcentral.nycenet.edu)*

*Illness – use code #1; Meeting – use code # 12*

*\* See Sub-Central Reference Card for full list of code and instructions.*

*Kindly inform us if your classroom para or if a student's 1:1 para is absent, to ensure continuity of service.*

- Additionally, teachers/staff member need to also inform **by e-mail the principal and CC their supervisor and the payroll secretary** before 7:00 am or prior to the day of absence. Phone calls can be made to the school before 7:00 am during emergencies **and in addition to the e-mail notification.**
- If you are going to be absent, please make available to the administration/supervisor the lessons and plan for the day you are going to be absent. The lessons should also be accompanied with instruction that will help the substitute teacher understand what he/she is to do.
- **Teacher/staff member with a pattern of absences will receive verbal/written warnings. A pattern of excessive absences will lead to an unsatisfactory rating and/or termination of employment.**

- Classroom teachers are responsible for submitting their attendance to the secretary in the time allotted (9:15 am).
- Teachers/staff member are expected to be on time to school and to all meetings.
- Remember that if you fail to notify us on a timely manner when you will be absent, you will be placing an unnecessary burden on your colleagues and staff members.

If you cannot inform the principal ahead of time about a lateness or absence, please notify the school by calling between 7:00 and 7:30 am and e-mailing Ms. D. Galarza at [dgalarza@schools.nyc.gov](mailto:dgalarza@schools.nyc.gov) and cc Mr. Perdomo [jperdom@schools.nyc.gov](mailto:jperdom@schools.nyc.gov) , Ms. Tirado [stirado2@schools.nyc.gov](mailto:stirado2@schools.nyc.gov), and Mr. Ramazzotti [hramazz@schools.nyc.gov](mailto:hramazz@schools.nyc.gov)

- **Personal days are to be requested two weeks in advance and in writing to the principal.** If you need to leave early for an appointment, please give the principal at least one week advance notice.
- Make sure you note your day of absence with the payroll secretary.
- Upon arrival to the school, you must move the time card from the **Out** to the **IN** by the time clock. **Nobody is to move the time card for another teacher.**

### **Flow of the Day Chart**

- The Flow of the day (posted in your classroom) must be followed as presented. Once again, **instructional time is to be maximized to the fullest.**
- As much as possible, intervention and support teachers **are not to pull out** students from the Literacy and Mathematics instructional blocks.

### **Schedule Adjustments**

- For various reasons (half days, assemblies, field trips, teacher absences, interclass visits, TC workshops etc.), the daily schedule may be modified. These temporary schedules will be announced in advance (as much as possible a day before or on the same day in the morning).
- During testing days (usually in November, January, April and May), teachers are required to proctor a certain number of exams. Proctor directions are handed out in advance of testing days, when available.

## **Attendance Policy Reasons for Absence**

- **WE ARE AIMING FOR 100% ATTENDANCE FROM TEACHERS AND STUDENTS!**
- **Jury Duty** – You can usually apply for postponements of duty. If you cannot postpone, speak with the principal about more opportune times during which you can serve. If you do serve, make sure to return to school with a letter stating proof of service and submit a completed OP201 to Ms. P. Gonzalez with your attachment.
- **Personal Reasons/Emergencies** – Situations will undoubtedly occur throughout the year. Please be understanding and flexible with your willingness to help out at the last minute, if necessary. However, if you ask, be willing to return the favor. Please submit a completed OP198 for any personal business time usage to Ms. P. Gonzalez. Reminder: You are allowed up to 3 personal days per year.
- **Professional Development** – Staff are encouraged, within reason, to attend professional workshops or visit other schools during the year. Please submit to Ms. P. Gonzalez a completed OP201 with attachments from workshop(s) so that you are not charged for your absence.
- **Weather** – The Chancellor makes the citywide decision to close or delay opening of schools. Staff should listen to information broadcast by news radio stations, like WINS (1010 AM) or WCBS (880 AM).

## **Bathroom Policy**

- Student restrooms are located on each floor.
- First, second and third grade classes can be escorted to the bathroom during transitions and before or right after lunch periods.
- As much as possible, all classes are encouraged to use the bathroom during their lunch times.
- Ensure students sign out before leaving the classroom to the bathroom or another place in the building. The sign-out book should be located near the entrance, by the classroom door.
- Teachers are responsible for monitoring students leaving their classroom. If a student does not report back in time, the teacher must immediately inform the administration and or supervisor. Give students an appropriate pass when leaving your classroom for any reason.
- **All students must carry a pass to transition from one place to another.**
- Only one or two students are allowed to leave the classroom at a time.
- Avoid letting unsupervised students leave the classroom at the beginning or ending of periods and during major transitions (i.e., gym, cafeteria, recess, assemblies, etc...).

## **Staff Restroom**

- Staff restrooms are located on the 1<sup>st</sup> floor by the front entrance, on the 2<sup>nd</sup> floor next to room 205 and on the 3<sup>rd</sup> floor next to room 305.
- Adults, teachers and staff members are not permitted to use student bathrooms at any time.

## **Xeroxing/Photocopies**

- **In an effort to become a greener school, I want for all of us to make an effort to minimize the amount of copies made! Therefore, all copy requests must be approved by the administration.**
- Teachers may use the photocopier machine located in Room 240.
- Be mindful of other people using the machines. Plan to make copies at least one day in advance.
- School aides may make copies, if given with advance notice (at least one day).

## **Paychecks and Health Benefits**

- See payroll secretary or speak to Ms. D. Galaraza.

## **Mailboxes**

- Each staff member has a mailbox in the office. Mailboxes are not designed for filing paper or documents.
- Please check daily for notices and empty your mailboxes accordingly.

## **School Colors Navy Blue, Light Blue and Yellow**

- Our school uniform colors are NAVY BLUE bottom and LIGHT BLUE and/or YELLOW top.
- NEW FOR SCHOOL YEAR 2013-2014- 5<sup>th</sup> Grade uniforms will consist of white top and khaki bottoms.
- Please encourage students to wear their uniforms daily. If a student does not wear their uniform, inform an administrator immediately. Contact the parent regularly to ensure parents are aware of their child not wearing their uniform.

## **Electronic Equipment**

- There are laptops available for classroom use. Fill out a request for technology equipment form and submit to the principal or Computer/Technology Staff Developer.
- Students may only use computers for instructional related and school-related purposes. Internet surfing is allowed to students only when supervised by a teacher or authorized adult. The adult is responsible for informing students of appropriated guidelines for accessing and using the Internet.

- No drinks or food are allowed near computers. Damage to computers will be charged to the supervising adult or/and students and their families who fail to comply with this rule.
- Teachers are responsible for making sure that laptops are returned to the appropriate room when they are finished with them.

### **TV/VCR/ Smartboards**

- Teachers are encouraged to reserve electronic equipment at least three days in advance. Submit written lesson plan and follow-up activities for any use of TV, DVD or any other electronic equipment.
- Teachers are responsible for making sure that the equipment is returned to the appropriate storage room when they are finished with it.

### **Supply Closet**

- All school supplies are centrally located in the supply closet.
- Only teachers and authorized staff members are allowed in the supply closet. Teachers are required to submit a supply list to Esther Lesi at least 2 days in advance.

### **Keys**

- You will get a key to your classroom and a key to the office. The principal keeps other keys. If you need assistance regarding keys, see the principal. Keys are to be kept in the school building at all times.

### **Smoking**

- There is no smoking anywhere on/inside the school premises.

### **Parking Permits**

- **See your UFT chapter representative for information about parking.**

### **Classroom Set-Up**

- When you leave, make sure you turn off all classroom lights (back and front).
- **All windows must be closed.**
- At the end of the day, all chairs must be put up on tables.
- When students are in the classrooms, all chairs must be lowered and on the floor.

- During long breaks, the custodial staff waxes the floor. During those times, try as best you can to remove all items off the floor.

### **School Environment/Cleanliness**

- Please make sure children pick up after themselves in your classroom or any place in the school building (paper on floor, left-out supplies, etc.).
- Students are not allowed to have open food or drinks during school.
- Teachers are ultimately responsible for maintaining clean and well-organized classrooms.
- Everyone in our learning community is responsible for maintaining cleanliness in all shared spaces (i.e. hallways, cafeteria, the gym, etc.).

### **Teacher's Use of Phones**

- **Phone calls during teaching time will not be transferred to the classrooms.** If you are expecting a call during your preparation period or lunch period, you should stay in the general office and wait for it.
- Emergency phone calls will be forwarded by the administration and logged in. **Interruption of instructional time is not allowed at any time.** A pattern of personal calls will be noted. Excessive calls may result in disciplinary action.
- **Cell phones (text messaging) are not permitted during instructional time or during transitions (i.e., escorting students from one place to another or when they are being supervised in the corridors.)**

### **Academic Intervention Services**

- Our AIS team will coordinate and ensure all students in need of services are getting the academic intervention they need.
- The AIS team will include members of the school based support team, the pupil personnel team, administrators and teachers providing intervention services.
- The team will meet weekly to discuss individual children receiving services and to ensure proper placement and provision of services.
- AIS services will be provided primarily during the school day and during small group instruction during the extended day. All teachers will be provided with up-to-date data about their students and will participate in meetings to discuss the child individual academic needs and the services the child is receiving.
- The school psychologist, social workers and related support services will meet and work collaboratively with the AIS team to ensure appropriate services are provided and to minimize duplication of services.
- The AIS team will assess and evaluate intervention services provided at the end of each module of study. The AIS team will be responsible for contacting parents and for informing parents about students' progress.
- AIS teachers and coordinator will be responsible for the collection, analysis and interpretation of data about student performance and progress.



## **AIS TIERS/Respond to Interventions (RTI)**

**Tier 1** - Intervention in the classroom for all identified students in need of additional instructional support. Programs used are: Small Group Instruction (SGI) Guided Reading/Writing/Strategy Lessons; Technology Based instruction (Imagine Learning, Achieve3000, ReadNaturally etc...), Foundation, ESL methodologies, Scaffolding and differentiated instruction.

**Tier II** – Push in/Pull out Intervention for at risk students in need of additional instructional support. Instructional programs include: Small Group Instruction, one to one instruction, Great Leaps, Wilson, Reading Recovery, Foundation, SETTS and Related Services.

**Tier III** - All students who did not make adequate progress after receiving Tier I and Tier II instruction or who have been identified with a learning disability and need to be referred for special education or a least restrictive environment.

**Time modification:** Students receiving interventions are allotted more time for mastery of skill. Students are to attend Extended Day and are urged to attend After School, Zero Periods and Saturday Academies.

### **Staff Roles Regarding Discipline**

#### **Teachers' Role**

- Teachers should write the name of student(s) to receive lunch-detention, detention, or no out to lunch privilege in their class behavior binder.
- Teachers who are giving lunch detention stay with the students who are receiving detention.
- Teachers must fill out anecdotal forms for all incidents and place it in the student's behavior folder.
- Teachers are responsible for contacting and informing parents of persistent behavior problems taking place in the classroom and at school.
- **Teachers are to contact their supervisors and/or administration first when in need of assistance handling a discipline problem and/or emergencies.**

## **Staff Developers**

### **Literacy Coach (TC)**

- The coach will facilitate and support teachers in the RWW.
- Will encourage collaboration through grade level and across grade meetings.
- Support teachers in their individual planning of lessons, units, and curriculum maps.
- Attend/co-teach/model and plan lessons together with teachers and teams.
- Facilitate workshops, conduct lab-sites and present research based strategies for teachers to implement and use.
- Support teachers in data collection, assessment and analysis of data to drive instruction.
- Schedule and coordinate TC trainings and demo lessons.
- Mentor teachers and colleagues.
- **Teach classes (when needed), instruct small group of students and co-teach during demonstration lessons.**
- Coordinate and schedule interclass/interschool visits with teachers and staff.
- Coaches are responsible for all distribution of resources and materials within their subject area.
- Responsible for assessing needs and requesting on a timely fashion all materials, books and resources needed for teachers and staff.
- **It is expected that Coaches will initiate and participate in activities such as Literacy Nights, Read-A-Thons, Reader's Theaters, Publishing parties, Author's Corner, etc...**

### **MATH COACH**

- Same as above plus:
- Plan lessons, units, and curriculum maps by meeting with Math/Science teachers.
- Coordinate math/science fairs
- Schedule and coordinate interclass/interschool visits with Math/Science staff.

### **PARENT COORDINATOR**

- Be available to attend at all Parent-Teacher Conferences and other parent-based school events.
- Present and/or facilitate a Workshop for parents once a month
- Respond to parent phone calls, e-mails, and drop-ins

- Send out e-mails reminders/announcements to parents
- Attend PA meetings and assist and encourage PA Executive Committee's work on school based initiatives as needed
- Provide mediation between parents and school when appropriate
- Attend field trips when possible as parent rep
- Work with Mr. Perdomo on specific school improvement projects
- Enhance school website when possible
- **Maintain an up-to-date parent Bulletin Board**
- **Recruitment for parent meetings**
- Plan out monthly mailing to parents
- Organize and book overnight trips
- Supervise parent phone tree and contact parents when needed
- Proofing and revising school mailings: including comments

## **Where do I go if I need help or if I have a question?**

### **Attendance**

- A) Student – Ms. Cintron
- B) Teacher Out, Need Sub or Leaving Early due to emergency – Principal & APs

**Computer Issue/Technology support** – Mr. Nunez, (Technician/Training)

**Guidance Counselor/Peer Mediation** – E. Jimenez, M. Caraballo

**Custodian/Classroom Issue/Repair** – Submit Custodial Request Form to Payroll Secretary

### **Copying/Xeroxing**

- A) Machine Not Working – Mr. Nunez
- B) Big Copy Job – Ms. Hearn and any available school Aide

### **Discipline**

- A) Initial action – AP/ immediate supervisor
- B) Serious or Dangerous – Mr. Perdomo

### **Ordering-**

- A) Orders- Ms. Tirado
- B) Approval – Mr. Perdomo
- C) Processing – Ms. Tirado

### **Parent Issue –**

- A) Parent Coordinator – Ms. Galarza
- B) Initial Inquiry – AP/ immediate supervisor, J. Perdomo
- C) Parent Association – Ms. Padilla

**Referral for Students** – School Based Support Team (SBST) – Mr. Hernandez, School Psychologist, Ms. Caraballo, Ms. Hernandez, and Ms. Macchia

**Per Session/Healthcare/Address Change (teacher)** – Ms. P. Gonzalez, F-Status or payroll secretary

**Address Change, Emergency Cards, cums (student/pupil accounting)** – L. Riddick

**Schedule Issue** – Change or Suggestion – Ms. Tirado

**School Supplies** – Ms. Esther Lesi

**Sick Student(s)** – Ms. Cortez or Nurse’s Office

**Special Education Information** – Ms. Macchia, Ms. Bez, Ms. Caraballo

**UFT Chapter Chairperson-** Brenda Cartagena

**SLT Related Issues** – Mr. Perdomo, Ms. Reyes, Ms. Cartagena

**Trips** – Ms. Tirado/Ms. Galarza/Mr. Ramazzotti

### Administrative Items

## Contact Information

**Name:** The Courtlandt School (P.S.1)

**Address:** 335 East 152<sup>nd</sup> Street

Bronx, NY 10451

**Phone:** (718) 299-3700

**Fax:** (718)292-2227

Name	Title	Contact information
Jorge Perdomo	Principal	<a href="mailto:JPerdom@schools.nyc.gov">JPerdom@schools.nyc.gov</a>
Sharin Tirado	Assistant Principal	Stirado2@schools.nyc.gov
Henry Ramazzotti	Assistant Principal	Hramazz@schools.nyc.gov
Desiree Galarza	Payroll Secretary	<a href="mailto:DGalarza@schools.nyc.gov">DGalarza@schools.nyc.gov</a>
Letruce Riddick	Student Accounting Secretary	<a href="mailto:LHolmes22@schools.nyc.gov">LHolmes22@schools.nyc.gov</a>
Rogelio Herrera	Math Coach/Data Specialist	<a href="mailto:RHerrera2@schools.nyc.gov">RHerrera2@schools.nyc.gov</a>
Anthony Nunez	Technology	<a href="mailto:Anunez8@schools.nyc.gov">Anunez8@schools.nyc.gov</a>
Marie Vargas	Librarian/Media	<a href="mailto:MVargas10@schools.nyc.gov">MVargas10@schools.nyc.gov</a>
Ingrid Macchia	School Psychologist	IMacchia@schools.nyc.gov
Karina Rojas	Parent Coordinator	KRojas6@schools.nyc.gov

## Safety and General Building Policies

“The art of progress is to preserve order amid change and to preserve change amid order.”

--Alfred North Whitehead

### Teaching Children to Care Curriculum/Brain Education Activities

- The first ten minutes have been devoted to teaching the rituals and routines, classroom expectations and acceptable behaviors. **Classroom teachers are to use BE (Brain Education) activities** and the Teaching Children to Care book which outlines the curriculum to be followed daily and primarily during the first two month of school.
- **Please make every effort to familiarize students with all 15 BE lessons of their workbook!**
- **The goal is to develop a school-wide unified approach and culture of discipline that will be consistent throughout the school and in all classrooms.** This time is designed for the purpose of cultivating meaningful relationships between students and teachers.
- **We are all advisors and advisees.** Through the course of the year, teachers will serve as advocates for their advisees and support them as they navigate through academic and social challenges.

### Clear Expectations in the Classroom

- Meet with your students and create a set of classroom rules that you will all agree upon.
- Be consistent and fair in enforcing the classroom rules.
- Teach and model the behavior you want to see in your classroom.
- Remember, your classroom environment and your students will be a reflection of you.

### Supervision of students

- **Students must be supervised at all times. If students are in the classroom, you may not leave them unsupervised unless relieved by another staff member.**

### Transitions

#### Hallways/Changes of periods/Afternoon

#### Transitions in the Hallways

- Classes are to be escorted at all times. **Classes are to transition smoothly, silently and in a timely manner. Please do not discipline students in the hallways or spend too much time during transitions. If you need assistance with a student seek out help from the administration.**
- Teachers and staff are expected to monitor and help direct students to classes during all transitions.
- Speak to students individually, and contact parents of students who are frequently late or absent.
- Set up meetings with parents and meet with them regarding non-suspension related matters during your prep periods (academic performance and social behavior patterns).
- Help facilitate communication between parent, social worker and other staff members.
- Work with the parent coordinator and parents to strengthen communication and increase parent participation.
- All students are expected to transition to the cafeteria, gym or yard quietly and in two lines.
- Students are expected to walk at all times.
- All students are expected to transition to the bathroom (and any other location in the school building) with a valid pass and/or be escorted by an adult.

### **Passes**

- Teachers will have two passes for each classroom. The passes are to be kept in their classroom at all times in a designated place and available for other teachers covering your class.

### **Visitors' Procedures**

- All visitors are required to present a valid ID and sign the visitor's log. Visitors will be given a color coded pass that will allow them to go to their destination. Visitors will sign the time they entered and provide the reason for their visit.

### **School Nurse/ Medical Emergencies**

- Sick students are sent first to the Main Office, then to the nurse with a pass. The nurse is located in room 153. In case of an emergency that requires EMS, contact the principal or immediate supervisor. Stay calm and clear the area. Sick student must be supervised at all times.

### **Parents Association**

- Parents Association will meet with the Principal once a month.

## PS1 Classroom Management Tips

- Clear Expectations: Students need to know what to do, when they do not know what to do!
- Consistency/Structure/Routines/Predictable Learning Environment
- USE BRAIN EDUCATION ACTIVITIES FOR TRANSITIONS, TO ENHANCE LEARNING, HEALTH AND ATTITUDE!
- Follow through with any discipline matters by making phone calls to parents (**log these calls**)
- Know your students' data and use this information when conferencing with parents and administrators: (test score, IEPs, ESL, Teacher Info, grades, areas of strength and areas in need of improvement, etc.)
- Pace yourself and keep anecdotal and appropriate documentation for each student
- **Quality instruction is the best classroom management tool!**
- Establish Rituals and Routines for students. **Students should know what to do when they do not know what to do.**
- **Follow the Teaching Children to Care guidelines to establish a culture of caring.**
- Help students understand the value of positive classroom behavior.
- Rarely raise your voice or visibly get upset.
- Remember that you are always communicating and teaching either a positive or negative behavior. Ignoring a negative behavior indicates that this behavior is acceptable.
- **What you teach your students is what they will learn.**
- Model and teach the behavior that you want to see in the classroom.
- If you want your students to be leaders, lead.

## **Incentive Awards**

Consult with your supervisors and develop an approved system to reward your students. Students can be rewarded for:

- Academic Achievement
- Excellent Behavior
- Wearing School Uniform
- Acts of kindness, citizenship, maturity, excellent attendance and punctuality
- Homework and Projects completed

### **School-wide Discipline Policy/Student Behavior**

Students may receive different forms of detention for a variety of infractions including but not limited to:

- Attitude/disrespect to peers or teachers

- Inappropriate behavior in school, at recess, and on trips
  - Continued ignoring of warnings
  - Fighting/hitting/pushing/cursing
  - Being disruptive in class
  - Breaking additional school rules (i.e., gum, vandalism, wearing hats and do-rags, stealing, running in halls, etc.)
- Generally, it is the teacher’s prerogative to choose consequences for inappropriate behavior, although teachers should be very clear about their policy in advance.
  - Egregious offenses can result in continuous days in detention, or a suspension if necessary (speak to the principal or assistant principal).
  - Teachers may not modify or alter the punishments given to a student by ANOTHER teacher without first speaking with the teacher in question.

### **Detention/Suspensions**

- Students with a pattern of misconduct and committing serious infractions will be suspended and removed from the classroom.
- Teachers must provide a package with all the required instruction and work for the student to complete while serving the suspension.
- All procedures regarding disciplining a child must be followed as per the Chancellor’s Regulation outlined in the New York City discipline code.

### **Anecdotal Form**

Student \_\_\_\_\_ Class \_\_\_\_\_  
 Date \_\_\_\_\_ Time \_\_\_\_\_ Teacher/Staff \_\_\_\_\_

**Behavioral Infraction:** Describe the incident – include detailed circumstances.

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For the infraction(s) described above, please check the actions taken.

- \_\_\_\_\_ a verbal warning, with a reminder of the rules (by the teacher)
- \_\_\_\_\_ seat change ( by the teacher)
- \_\_\_\_\_ time out an working by him/her self (by the teacher)
- \_\_\_\_\_ period change for one period (collegial agreement)
- \_\_\_\_\_ student conference with teacher
- \_\_\_\_\_ lunch detention (discussed with teacher and supervisor, call parent)
- \_\_\_\_\_ Parent/Teacher conference



- \_\_\_\_\_ Conference with Supervisor
- \_\_\_\_\_ Conflict Resolution with School Counselor
- \_\_\_\_\_ Parent Conference with School Supervisor
- \_\_\_\_\_ Principal Suspension for 1-3 days in P.S.1
- \_\_\_\_\_ Possible removal from P.S.1 if 3 Principal's Suspensions occur

Describe outcome(s) for each item checked above:

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Future Actions

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Teacher/Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## CHANCELLORS' REGULATIONS

**Please read and become familiar with all Chancellor's Regulations which can be accessed through the Department of Education Website.**

### Sexual Harassment

- All staff should be discrete in what they say and do. Aside from using common sense, all **teachers are advised to refrain from physical contact with students (including hugging) and to avoid being alone with students.**

### Suspected Child Abuse

- Any staff member who suspects child abuse or neglect is MANDATED to report this to the principal and/or immediate supervisor and Ms. Caraballo (Guidance Counselor). **Also, read attachment: Chancellor's Regulation A- 750.**

## **Deliveries to the School**

- Large deliveries are made to the P.S. 1 office on the first floor.
- Packages of school-related materials intended for staff members will be accepted by the office. However, staff members are strongly advised NOT to have personal items delivered to the school.

## **Fire/Shelter Drill/Security Policy**

- We will be following the Building Response Team (BRT) protocols for evacuations, shelter-ins, and lock downs. These procedures will be reviewed at the start of the school year and practiced periodically over the course of the school year.
- Drills are exactly that a drill. Please go over drill procedures with your class.
- Be aware that drills will not be announced in advance.
- Teachers must have their Fire Drill Folders with them during all Fire Drills.
- A fire alarm consists of 3 gongs in rapid succession.
- Students should file out of the room in silence. Make sure to lock your door.
- Once outside the building, students should remain silent and move away from the entrance of the school.

## **Fire Drill Regulations**

Please familiarize yourselves with the EXITS your class will be using when FIRE DRILLS are held. Please keep in mind ABSOLUTE SILENCE must be maintained on those drills.

NOTE: Teachers should conduct a practice run with the class to familiarize students with drill procedures.

### **PROCEDURES:**

1. At signal, pupils form a single line holding hands. The teacher is at the **head of the line** with reliable pupils at the end of the line. Assign a responsible pupil to close classroom door.
2. There should be silence during the entire fire drill. Good order should always be maintained to facilitate a safe and rapid exit.
3. Teacher should check exits to be used and the line of march in advance. A sign should be posted in room indicating FIRE DRILL EXIT.

Supervisor will signal return of classes.

## **Emergencies/Evacuation Procedures**

- In case of emergency or evacuation follow all procedures as instructed by the principal and designated staff. The assigned personnel and administration will indicate where and when emergency or evacuation procedures will be implemented. **A copy of the school safety plan is located in the main office.**
- **AUTOMATED EXTERNAL DEFIBRILLATOR RESPONDERS (AED) IS LOCATED BY THE MAIN ENTRANCE ON THE WALL NEXT TO THE SECURITY DESK. THE NAME OF THE CERTIFIED STAFF TO USE THE AED IS LOCATED NEXT TO THE SAFETY AGENT’S DESK.**

## **STUDENT-PARENT-SCHOOL COMMUNITY**

"It is a terrible thing to look over your shoulder when you are trying to lead -and find no one there."

--Franklin Delano Roosevelt

## **Parent-Teacher Conferences**

- There will be a conference schedule for each module. At the beginning of the year we will begin with the Parent Orientation in September and Curriculum Night in October. These conferences will serve to get acquainted with new parents and to welcome them.(Teachers are expected to attend these conferences and will be compensated accordingly)
- If parents are unable to attend a conference, teachers should attempt to reschedule or conduct a phone-conference as a last resort.
- If a translation is required, ask parents to let us know and we will provide a translator for them.

### **Conferences**

#### **Fall**

Afternoon: PENDING VOTE  
Evening: PENDING VOTE

#### **Spring**

Afternoon: PENDING VOTE  
Evening: PENDING VOTE

## **Phone Contact with Parents**

- Teacher generated calls to parents with comments regarding students' academic and behavior progress about their child is expected. Please keep a log of all parent calls with a brief summation of what was discussed.
- When parents call the school for you and you are unavailable, a message will be placed in your mailbox. Please be prompt in returning calls.

### **Workshop for Parents**

- Workshops will be offered to parents throughout the year. For additional information, please contact Ms. Galarza and Ms. Padilla.

### **Sending Notes Home**

- Periodically, the school mails notices home. To have a subject-related notice included in the mailing, speak to the Principal.
- Any letters or messages sent home should be discussed with a supervisor or the principal before it is sent.
- All information sent to parents must be translated when appropriate. See Ms. Galarza for assistance in translation.

### **Field Trips**

- Teachers must propose and receive consent and approval from the principal or supervisor before planning a field trip. Be sure to check the school calendar before setting dates.
- Students are required to bring to school a permission slip signed by their parent or guardian. Additionally, teachers are required to write and attach to this form a brief summary of the purpose of trip, specific date, time, and location, and requirements for students (fees, bag lunch, etc.). This information must be submitted at least one month before the date of the trip. **(A translation must be provided when appropriate.)**
- Students without permission slips will not be allowed to go on the trip. **Verbal permission is not permitted unless authorized by the principal.**
- **Please contact your supervisor for bus related transportation.**
- **Trips requiring busing must be requested at least three weeks in advance.**
- There should be two adults per class on trips. Recruit other teachers or parents to go with you. The trip must be appropriate to the level of maturity of the students.
- Consider the cost. Trips requiring more than \$5.00 should not be planned. (This includes Madison Square Garden, 3-D movies, Circus, etc.) A child's inability to pay for a trip should not be used to deny that child access to the same educational experience as everyone else in the class.
- All trips must have a written plan and a follow-up that is appropriate for posting on the first floor. Your follow-up should be stated on your trip request forms.

- No more than (3) students from any given class (2 from Special Education) may remain behind. If more than 25% of the registered students are not attending the class/grade trip, the trip should not be planned.
- All classes must return from their trips no later than 2:30 by subway and 1:30 by bus. If you are taking public transportation, be sure to allow for travel time.

### **School Website/Technology**

- At PS1 we have a wireless environment. Most classrooms are equipped with computers for students and teachers to use.
- **The School website will be upgraded for full use by the staff, students, parents and members of the community.**
- Technology will be integrated across all subject areas.
- Our computer lab is fully utilized and will have additional time for teachers to schedule classes as needed.

### **School Library/Media Center**

The library will support standards based learning and teaching across the curriculum. The library will offer members of the school community, the resources and skills to become independent, critical and efficient users of information as well as lifelong readers and learners.

- PS1 has a state of the art library for full use during the day, extended day programs and after-school.
- All of our students will have an opportunity to visit the library and to borrow books.
- Students may borrow up to 2 books with renewing policy.
- Classes will have a book exchange fixed policy.
- Teachers and students will be able to use the library to conduct research and to have access to great books, magazines, online databases, reference books, videos, and resources.

### **Translation of Documents**

- Communication to parents and members of the community who do not speak English must be provided with translation in their native language.

- Please see your supervisor and Ms. Galarza for assistance in translating any document.
- There is a binder with additional information regarding translation of documents in the main office and with Ms. Galarza.

## **School Wellness**

We have implemented so many active programs in the past few years. These programs are all still running efficiently and we continue to look for more. We have Mighty Milers, BOKS, Move-to-Improve, a district wide basketball league, a cheerleading team, a developmental track and field team, our recess is based off of the PlayWorks program, and in the classroom teachers use different stretching strategies and other brain stimulating breaks to keep our students focused. Our student cafeteria has a salad bar regularly, water station and our school only serves white milk. Besides having Physical Education class, students also attend a Dance class. More than 85% of our staff is trained in Move-to-Improve and we are recognized as an All-Star School by the Office of School Wellness. Our school community has a strong understanding of the importance of exercise/movement. Parents are encourage to participate in our two morning programs (Mighty Milers and BOKS) as well as our Family Basketball Night twice a month. Most importantly our administration encourages all of these programs. We are dedicated to the physical development as well as academic development of our students.

## **Nutrition Policy**

Nutrition plays a crucial role in our students' academic success, as well as their physical health and wellbeing. As a school community, we strive to educate our students to make healthy choices through health classes and everyday conversation. Students must receive an annual nutrition lesson by the classroom teacher and/or Physical Education teacher. We require healthy snacks at events and staff meetings. In addition, we recommend students who bring in outside food for lunch or snack, bring in food of nutritional value. We must have conversations with students when they do bring in unhealthy food, and educate them on what would be a healthier choice and why. We prohibit using food as a punishment or reward in any situation.

Our schools nutritional policy follows the New York City Department of School Food Policy and USDA nutritional standards. You can find this policy on the following website:

[www.schoolfoodnyc.org/eatatschool/nutritionstandards.htm.#pricing](http://www.schoolfoodnyc.org/eatatschool/nutritionstandards.htm.#pricing)

## **Indoor Recess Policy**

During inclement weather we want our students to be as active as possible. Winter forces our students to have recess in the auditorium for much of the school year. We have created a variety of activities and programs that will serve as an effective way to keep our students active during indoor recess.

**Auditorium:** If the gymnasium is not available for recess, than recess will be held in the auditorium

**Workout Slideshow: \*\*\*Video of the students performing this is provided on our CD**

- Students will follow the exercises that are presented on the big screen
- They will perform the activity while standing at their seat
- Every time the screen changes the students will perform the new exercise

● The exercises include upper body, lower body, cardio, and stretching  
**Workout Videos:**

- We have a few different kid geared workout videos
- Students will follow the video while standing at their seats
- Some students may perform the exercises in the front of the auditorium as a leader

**Move-to-Improve Activities:**

- The Alley Cat dance to the song “Happy”
- Movements to “True or False” questions
- For more information on MTI please visit the website below  
<http://schools.nyc.gov/Academics/fitnessandhealth/moveimprove/default.htm>

**Gymnasium:** If the schedule allows, indoor recess may take place in the gymnasium  
Playworks Activities: \*\* All recess staff were trained in Playworks

- Four Square
- Switch
- Wall Ball
- Knockout

### **Outdoor Recess Policy**

- Students will line up according to outdoor ritual.
- Play areas will be coned off accordingly
  1. Alongside playground from PS1 building to Smith tennis courts for Station 1
  2. Along side track from PS1 building to Smith tennis courts for Station 2
  3. Divide the track into two halves for Stations 3 and 4
- The leading outdoor teacher will designate a play area for each class (9 classes will be added to another class)
- After 7-10 min class will rotate accordingly:
  1. Station 1 and Station 2 switch
  2. Station 3 and Station 4 switch

\*\*\*Keep station games the same for one week. Record the classes by using a system so next recess classes will try the stations they did not participate in yet.

#### **Station 1: Playground**

- Students will focus on climbing
- Running and tag games

#### **Station 2: Sports area (The two basketball court areas, pick 1)**

- Sports games could be played such as:
  1. Soccer
  2. Football toss
  3. Basketball
  4. Bean Bag target toss

#### **Station 3 and Station 4: Skill Building (track area pick 2)**

Students will focus on endurance and creativity games:

1. Hula Hoop
2. Jump roping
3. Chalk drawing
4. Scarves



## **Move-to-Improve**

The MTI K-5 physical activity program is designed to create and support an active learning environment in the classroom and school community. MTI activities blend academics and physical activity into educational lessons that support New York State PE Learning Standards and are integrated with Common Core Learning Standards.

The classes that do not receive Physical Education or Dance three times a week supplement in Move to Improve activities to assure that students are receiving 150 minutes per week. The teachers use an average of 10 to 15 minutes per day on the Move to Improve activities.

## **Physical Education Class**

In Physical Education your child will experience various movements and activities to help build a healthy and happier child. We encourage proper techniques and efforts in all our activities. Safety is a major priority, as well. We want all our students to participate with rubber shoes. We prohibit the loss of physical activity as a punishment. Please visit our website for the curriculum maps, rules, grading policies, and announcements throughout the year. **The address is [www.tinyurl.com/dmarascia](http://www.tinyurl.com/dmarascia).**

Make sure your child reports any injuries that occur during Physical Education to the Physical Education teacher immediately. If there is any problem, or concerns, please feel free to email me immediately at [dmarascia@schools.nyc.gov](mailto:dmarascia@schools.nyc.gov) or call the school at 718-299-3700.

## **Community Involvement**

PS1x is open to the community and families to perform healthy activities in a few different ways throughout the school year. PS1x provides morning programs for anyone who would like to come in for early morning exercises. The programs run Monday through Friday 7:15am - 8:00am. All that is required is to fill out a waiver form provided upon entry. The programs include a walking/running program and healthy

activities. Along with this morning program, PS1x opens its doors to families and community members twice a month for Family Basketball Night. This program allows families to come play basketball in a safe friendly environment. All that is requires is to fill out a waiver form provided upon entry. The program is run on Fridays after school from 5:00 to 8pm.

### **Wellness Council**

PS1x Wellness Council meets once a month during the school year. In these meetings Teachers, Parents, Administration, and students have open discussions on wellness policies. They get to discuss healthy fundraisers, food and beverages sold, healthy activities throughout the school day and/or after school.

### **Fundraisers**

Principal Perdomo must approve all fundraisers. All food or beverages sold in regards to fundraisers must be in-line with the school's Nutrition Policies.